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ABSTRACT

Six levels of communication may be defined as the information processing system for speech communication: within one (intrapersonal communication); one to one (interpersonal communication); one to few (small group communication); one to many (public communication); one mediated to many (mass communication); and one mediated over time to many (public address). Four phases constitute the mission orientation of speech as an academic field. Phase one consists of the relationship between intrapersonal communication and personal development in the first twelve years of life. Phase two encompasses social development as an emphasis of training in interpersonal communication. Phase three deals with civic development for the purpose of animating a participatory, technologically mediated democracy. Phase four describes speech communication at the college level and its dedication to the professional development of the student. (A list of functions for teachers involved in speech communication education is outlined, and analytic charts are provided.) (TS)

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JULY 15-17, 1974

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A SYSTEMATIC ANALYSIS OF AMERICAN SPEECH COMMUNICATION EDUCATION: MISSION AND METHOD

John Deethardt

The last time I was in Germany was in 1966. At that time I had the pleasure of meeting Professor Dr. Christiam Winkler, Dr. Ericka Essen, Frau Ingeborg Geissner-von Nida, and Professor Dr. Walter Wittaack. My delight at being here now comes from the opportunity of putting personalities and faces with the names which have contributed to the literature of speech communication in Germany.

I regret that I have never had more than a sojourn of three weeks in this beautiful land since I attained a scholarly interest in the spoken word in Germany. My forefathers, I was told, left Germany with eight daughters after losing 17 sons in the Franco-Prussian War of 1870. Thus you might say I had a "volkish" interest in choosing German as the language I would study at the university, and when the time came to settle on a topic for the dissertation I was to write, the "volkish ideology" overcame me. I combined my interest in German with my interest in speech education and studied speech education in Germany under the motto, taken from Shakespeare's Hamlet: "By indirection shall I find direction out." The history of the spoken word in Germany as delineated by Professor Weithase reveals a distinct and contrastive alternative to the patterns of development of rhetoric in England and the United States, and since one learns best by comparison and contrast, the study of German speech communication for me, shed light on the character of speech communication in the United States.

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We are here involved today in an international sharing of comparisons and contrasts. It isn't difficult to see that American practice isn't the only way, or that the German pattern isn't the only possible design, but that each nation has a unique contribution to make to what I would call "universals in speech communication." For instance, I believe that Germans have specialized in the cultivation of "Gespräch," given their political history. "Gespräch" is roughly equivalent to what we call "interpersonal communication" in the United States. We Americans need to teach and learn what I believe exists already in highly developed practice in German speaking countries.

On the other hand, the formal speaking activities have been cultivated in the English speaking lands of England and America. Given our political history, one can see less "gemeinschaft" and more "gesellschaft" in American and British forms of public communication such as discussion, debate, public speaking, or parliamentary procedure.

Students in the United States perceive interpersonal communication as having more relevance these days. From a review I made of Professor Dr. Geissner's Rhetorik, I infer that the more formal communicative activities of persuasion and debate are deemed to be growing in relevance to German political development and are, therefore, earning higher priorities within the German academic profession. It is axiomatic that we can learn from each other. Our goal now is to find a common point of departure and to remain together on the road of analysis as long as we can, before our respective cultural vanities begin to separate us.

Dietrich Thomsen, writing in Science News, provides a universal of speech communication that unites us: "Man is the only animal whose brain possesses speech areas, and these are definitely on the left. . . This is true even in those left-handed persons who tend to be right-brained in other things. It is the left brain that talks. Speech is infinitely closely related to rationality. It is in words that we reason and discuss; it is in words that we think deductively, whether aloud

or sotto voce. Adding up the evidence it seems that it is the left brain that is in contact with the conscious self. Here is the home of rational speech and volitional control. " (Science News, 105 [April 20, 1974], p. 257.

Thus we are phylogenetically preprogrammed to speak. Ethologists, such as Irenaus Eibl-Eibesfeldt at the Max Planck Institute for Behavioral Physiology, warns us that the lack of such biological knowledge or being blinded ideologically may lead us to the imposition of frustrating programs on people and to dangerous totalitarian consequences as far as the strategies of education are concerned. His studies tell us that "Humans have inborn motor patterns and innate releasing mechanisms that enable them to act without the need of conditioning." (Science News, 105 [April 27, 1974], p. 275.)

If we are born to speak, then some of what the educational system must provide is in the nature of releasing mechanisms, and, consequently, the teacher functions as a midwife more than as a father; with that view, he submits the student less to the Procrustean bed of the lecture and more to the methods of interaction and negotiation. The teacher does not write on the tabula rasa of the child, but facilitates discovery, allowing the child to have his illusion of the first time just as the theatre fosters that illusion for adults.

Another universal starting point which should bind us together is the "law" of perspective. Each individual's angle of vision is unique, and that may even be said of Siamese twins who share some of the same physiological systems. No two perspectives of anything can ever be identical. If that be true, then the individual is born and doomed to speak through a uniform, insensitive code the ineffable experiences of his uniqueness. Considering that universal human condition, we are obligated to treat speech communication as an emergent situation and not as an established situation. Language doesn't limit experience; it only limits the communication of experience. If dignity is operationally defined as the availability of choices, then language is an indignity in the limits it imposes on individual expression of a unique perspective of the world. Of course, our choices will increase in the future as we

learn to become visually "articulate" in the area of nonverbal communication.

Treating human communication as an emergent not an established situation means that all action-relevant environmental conditions or states of the system are unspecifiable and unpredictable, or available research technology or records are inadequate to provide statements about the probable consequences of alternative actions, as Robert Boguslaw has explained (in The New Utopians: A Study of System Design and Social Change, pp. 7-8). "Building a social, political, or military system to provide world peace and prosperity within an environment subject to constant and unpredicted change--or within an environment of such complexity that available analytic techniques cannot provide reasonable probability statements--requires emergent situation design."

With constant, rapid and unexpected change, history, tradition, cannot be our only guide to the design of educational systems. Anomie, a sense of powerlessness and isolation in normessness, cannot be alleviated by a sense of history alone. Designers have to be futurists, able to make projections further into the future than two or three years. Educators should be in the business of making projections and pioneering the achievement of a future that would be desirable. The Overall Education Plan of 1973 produced by the German Federal Government-Federal State Commission reveals in the preamble to the abridged version that, "Increasing and changing demands on the education system have, in the Federal Government and Federal States, resulted in the realization that comprehensive long-term educational reform can only be realized by joint educational planning. The development of an educational system is striven for which does justice to the right of the individual to the promotion and development of his abilities, inclination and aptitudes and thereby fits him to shape his personal, professional and social life responsibly. . . The main proposed aim of all reform consideration is making the entire education system uniform in the Federal Republic of Germany." (Bildung und Wissenschaft, InterNationes, No. 3 - 74 [e], p. 38). The task prescribed therein for German educators is similar to the thrusts for innovation in America: developing a uniform system of individualized instruction.

Considering the universals in biological bases, the law of perspective which shows speech communication to be in the nature of an emergent situation, and the necessity of using the future as a guide to present action, any systematic analysis of education in speech communication requires careful phrasing, first, of its mission orientation, second, of its operational functions in each of its mission phases, and third, of the tasks to be performed in each subfunction within each mission phase.

MISSION

First, what is the mission of speech communication as an academic field? An "ad hoc approach" to answering that question would proceed "with a view of present reality as the only constant in its equation. The design process characteristically begins with a review of an existing system or state of affairs. Its subsequent course is, at every stage, a function of the then existing situation." (Boguslaw, The New Utopians, p. 21.) A typical method of answering the question would be to survey the opinion of department heads and read the contents of university catalog descriptions. The ad hoc approach would tell me that our mission is manifest in practice and in demands by the user, the public, or the customer, who must be kept happy. However, with such a practical approach it is easy to stifle innovative efforts. Unexpected problems are handled in any fashion that results in survival. It's a case of patch and repair. This approach emphasizes only one side of the Heisenberg dilemma: if you know where a thing is, you don't know where it's going. (The other side is, if you know where it's going, you don't know where it is or what state it is in.) The ad hoc approach tells us what the status is, but not what the goal or direction is. Change is "muddling through."

With the fact of acceleration in history which is beginning to reveal the shortcomings of the ad hoc approach in perennial crises, most recently the energy crisis, we must reject the ad hoc approach in favor of the heuristic approach and the operations approach. The heuristic approach requires operationally stated action

principles and is thus more suitable to functioning within a dynamic process. Undoubtedly, working principles that can be operationally defined might appear to be global and vague. The one I propose for the field of speech communication seems to me to fit within the total picture of everything I have said so far. The individual will speak; that's a biological fact, and ecology will trigger what will be a product of that individual's unique experience and perspective. It is the intellectual mission of the field of speech communication, and here is the heuristic guide, to produce the functionally (contextually) articulate communicator.

We are shifting from a practicing to a learning society, from an established situation to an emergent situation, from education as the authoritarian transmission of established knowledge to the tabula rasa of the younger generation, to the concept of education as a non-authoritarian transaction between generations. Where human adaptability is increasingly demanded by the facts of rapid and unpredictable change, (and here is another heuristic guide enunciated by the investor of the talking typewriter, Omar Khayyam Moore:) "Education must give priority to the acquisition of a flexible set of highly abstract conceptual tools. . . What is required is the inculcation of a deep, dynamic, conceptual grasp of fundamental matters--mere technical virtuosity within a fixed frame of reference is not only insufficient, but it can be a positive barrier to growth. Only symbolic skills of the highest abstractness, the greatest generality, are of utility in coping with radical change." (O.K. Moore and A.R. Anderson, "Some Principles for the Design of Clarifying Educational Environments," Handbook of Socialization Theory and Research, David A. Goslin, ed., Chicago: Rand McNally, 1969, p. 584.) The general contents that will trigger communication dictate the functions which training will improve through the provision of survival experiences. We educators must provide skeleton-key skills that unlock many doors.

The paradigm that has recently emerged in the United States constitutes the current structure of knowledge in the field; this ideational scaffolding provides a cognitive framework for the learner:

I. Within one: Intrapersonal Communication

II. One to one: Interpersonal communication

III. One to few: Small Group Communication

IV. One to many: Public Communication (Primary audiences)

V. One mediated to many: Mass Communication (Secondary audiences)

VI. One mediated over time to many: Public Address (tertiary audiences)

The above is one information processing system . our discipline, a hierarchical organization of concepts of the hightst abstraction.

Those levels of communication, I maintain, correspond to the phases of human development, and constitute four phases of our mission orientation. (See Slide #1 and #2.)

PHASE I

Developmentally, intrapersonal communication is tied to personal and aesthetic development in the first twelve years of life. The child at this level is a specialist in developing his fundamental knowledge and skills of listening, language, voice and articulation, poise and emotional adjustment, nonverbal communicative behavior, the communication process (including feedback, noise), and his self-concept, values and attitudes (see Slide #3). The child discovers a vocal life and vocal competence, but as Professor Dr. Weithase has reminded us in her article, "Probleme der Sprecherziehung," (Internationale Zeitschrift für Erziehungswissenschaft, VII, 1964, p. 299). we need to disturb the learner's naivete about his own speech which has come to function independently of the child's attention, as habit, as second nature. Fundamentals are any universal component of situations in speech communication. Life-long tendancies, if not mastered in the intrapersonal communication system,are established.

PHASE II

In the next stage, social development becomes an emphasis of training in interpersonal communication. If interpersonal communication is becoming popular because it has more validity for the average person, I must note that it is not fundamental, but the activity that first synthesizes the fundamental skills. Fundamental components not mastered may tend to create problems in interpersonal communication.

Functional articulateness at this level should require interpersonal sensitivity to trans-racial, trans-sexual, trans-generational, trans-cultural, trans-national, etc., barriers to communication, knowledge of group dynamics, and conversation. (See Slide #4.)

In spite of its seeming relevance and consequently a growing popularity as a first course in America, I must warn that it caters to the harmful illusion of achieving intimate, trustful, priviledged, and communal communication. U.S. Supreme Court decisions and so-called "sunshine" and "freedom-of-information" laws are putting an end to privacy. Over-population is contributing its bit. Gene Hackman's latest film, "The Conversation," portrays a tour de force of the technology of the bugger. Even a President of the U.S. has violated the privacy of communication of those he taped. All communication now must be regarded as public; that's a fact of life; we must learn to live with it. One must be as responsible now in the intimacy of his bedroom as he feels he must be in speaking from a platform.

In addition, I feel the world needs an intensification, not a diffusion of communication. Interpersonal communication will serve to diffuse information where its effect cannot be gauged, except in the gross terms of "the public silence," "the silent majority." Communication effort should be focused and intensified on those who wield power, so that they can become subjected to interaction and become responsive instruments of the people's will. The people are the battery, the leader is the motor, and the connection should be direct. The neo-Lasswellian model of communication, articulated at the conference on World Communication in Honolulu in 1973, is a non-linear model in that interaction is not excluded; thus the communication link is not only direct but two-way, talk-back, feedback, richly interactive.

I charge that the diffusion of interpersonal communicative effort is normal-Lasswellian, and inadequate to the times if training is terminal with it.

Aesthetic development is training in the aesthetics of communication: sensory recall, movement, characterization, dramatization, poetics, story-telling, oral

reading, choric interpretation, and so forth. Dramatics and oral interpretation develop communicative taste and sensibilities. Perhaps some of the world's problems in the pollution of communication can be laid at our doorstep. (See Slide #5.) Training at this level should accompany interpersonal communication in the years from nine to fourteen.

PHASE III

A few years before the student steps onto the threshold of civic responsibility, around fifteen years of age, his adolescent years should be devoted to his civic development. At this point, I saddle and bridle the heuristic guide (that has to this point served for a statement of the mission of speech communication) with a more specific, political and moral burden: the intellectual mission of the field of speech communication is to produce functionally (contextually) articulate communicators at a stated level of personal, social, aesthetic and political maturity, ultimately for the purpose of animating a participatory, technologically mediated democracy.

The major tool of living together is speech communication. Governments as entities separate from the people in the past have been communicatively aloof from the people's concerns for social programs to promote the general welfare. The purity of human relationships portrayed in Tacitus' Germania can be reinstated through technology, the global village. Where they could not remain aloof, governments resorted to deceit, and where deceit was no longer possible, they used naked power, violence. The rhetorics of indifference, deceit, secrecy, and coercion on the part of government left only scaffold oratory for those whom government found to be difficult cases. Take away indifference, secrecy, subterfuge in lying, and force as alternatives which those in power can wield, and only one alternative remains: honesty in truth and the finesse that makes bitter truth acceptable. Any association for pedestrian government should develop freedom of information. A technologically mediated government should make more tellers-tabulators of the governmental elite class while the communication networks among people and between peoples harden into

webs of copper conductors of vox populi. The mission of speech communication is to escalate the intellectual demand for new platforms for mutual influence through speech communication. Any formulation for speech communication could not at present match the elegance of $E=MC^2$ in physics; our ultimate aim to fulfill the demand for outlets is to produce the functionally articulate communicator who can seize the moment and, in Jane Blankenship's words, "socialize his vision." (A Sense of Style, Belmont, Calif: Dickenson, 1968, p. 17.)

I have added this political and moral burden to the heuristic guide giving purpose to our educational endeavors only to beg for corrections, refinements, substitutes, and further debate. In the words of a writer on systems analysis in our schools and colleges, "wisdom is more than ever a collective thing, more the possession of groups and less the individuals however talented" (John Pfeiffer, New Look at Education [New York: Odyssey Press, 1968], p. 151). The academic team is the only entity that can make the systematic analysis of the mission-orientation and the required delivery system. The amalgam of perspectives on each team will yield a system that is a unique product; my personal analysis, standing in lieu of an achievement by an academic team, exists only as a Utopian dream of mine, having only heuristic value as input.

The public-communication goals for the learner's civic development consists of communication process, rhetorical theory, discussion, parliamentary procedure, argumentation, debate, public speaking, persuasion, and the freedom, ethics and responsibility of speech communication. (See Slide #6.)

PHASE IV

Speech communication in the colleges and universities is dedicated to the professional development of the student. Its province is research, criticism, educational communication, business and professional communication, mass communication, speech correction, audiology, and theatre arts, and all the functions listed under the first three phases of the mission. (See Slide #7.) Its main products are professional practitioners, teachers, critics, quantitative researchers, and communication theorists.

DELIVERY SYSTEM

The instructional system will deliver the functionally articulate communicator to a stated level of maturity. The expansion of knowledge and a confluence of innovations will eventuate in an individually paced, performance-based pedagogical process which is publically accountable for educational outcomes. I intend only to list these functions to be performed by a differentiated staff:

1. Administration of the Team: Team Director
2. Recruitment
3. Scheduling
4. Budget
    - Academic Accountability (Product Analysis)
    - Economic Accountability (Input Analysis)
5. Intra-System Relations: Conference of Team Directors
6. Media Service and Operation (Shared among teams)
    - Librarian
    - Engineer
    - Equipment Checkout and Storeroom
7. Record Keeping (Shared among teams)
    - Secretarial Pool
    - Data Coding
    - Key Punching
    - Programming
8. Academic Team Functions
    - Counseling
        - Entering Interview
        - In-training Interviews
        - Debriefing Interviews

9. Research

    Eclectic

    Knowledge Generation

10. Development

    Rewriting Minicourse Modules

    Developing New Modules

11. Instruction

    Dispensing Knowledge, Principles, Precepts, etc.

12. Facilitation

    Awareness

    Motivation

    Experience-giving

13. Evaluation

    Diagnosis (Pre-assessment)

    Achievement (Post-assessment)

14. Professional Service

    Membership (Cost)

    Meetings (Time)

15. Institutional Service

    Meetings (Time)

16. Community Service

    Meetings

    Membership

17. Directing, Coaching (Shared among teams)

    Co-curricular events

    Intershcolastic events

    Extra-curricular events

18. Facilities

Individual or Dyadic Study Cubicles

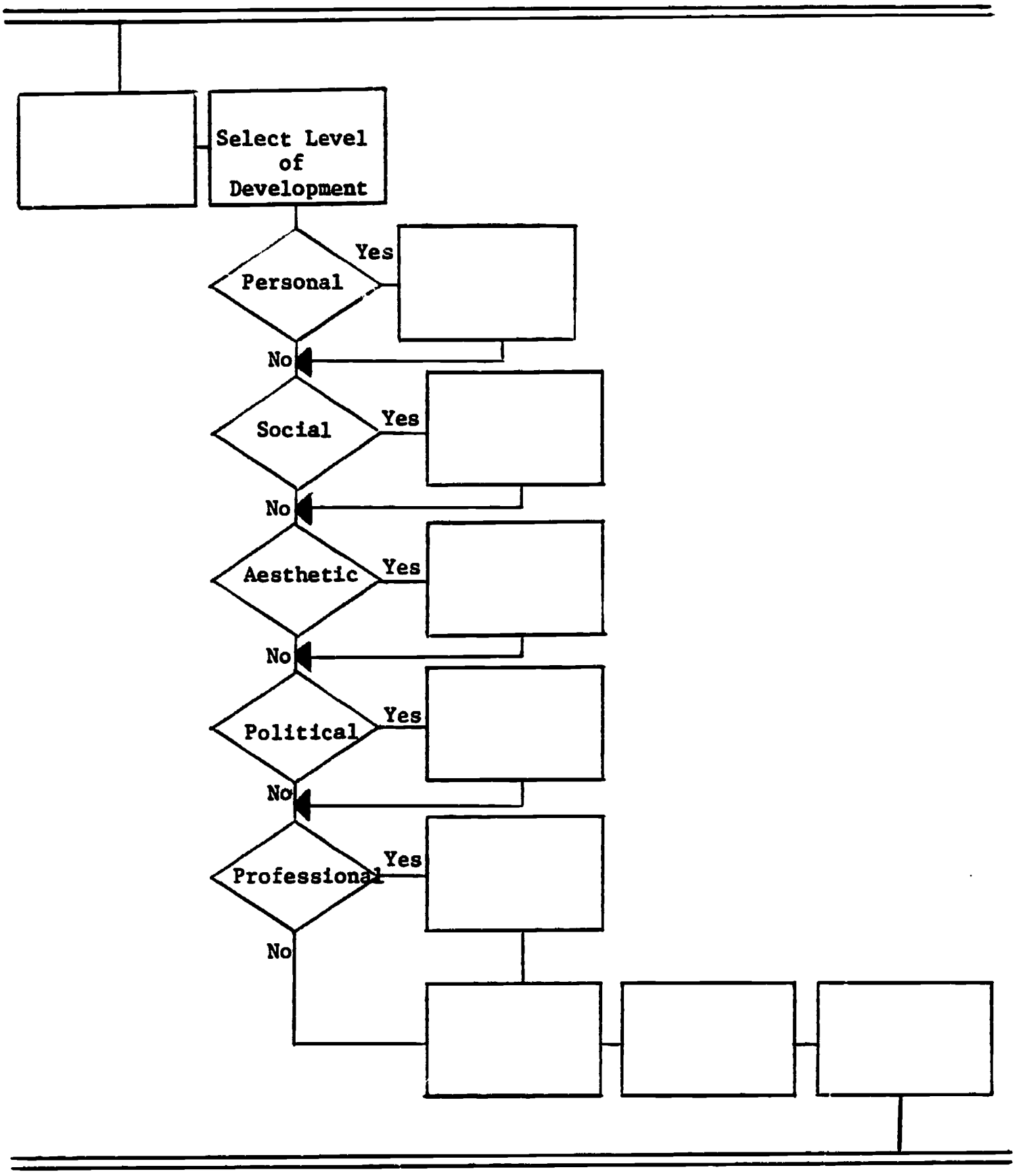
Small Group, Seminar Space

Classroom Space, Large Groups

Interaction Center, Extremely Large Group Space

A systematic approach to the teaching-learning process should decide who teaches what, to whom, by what method and with what effect. All components of the process interact and are negotiable. The heart of the process should offer instructional alternatives to suit the learning styles of each individual. Two general categories of alternatives can be labeled: "prescriptive experiences," exemplified by the lecture or the assigned reading, and "inductive experiences," exemplified by the academic game, simulation, or role playing. The learner is to be put in more control of his academic fate. "The ultimate educational activity," according to two theorists on educational innovation, "in fact, may turn out to be to help a student learn to build his own ways of teaching himself." (Bruce Joyce and Marsha Weil, Models of Teaching [Englewood Cliffs, New Jersey: Prentice Hall, 1972]).

In summary, a system of education in speech communication is the sum total of parts making up a whole and includes their interactions. The system approach to design specifies the prestatement of the goals, or objectives, of a system design and the integrated functions to be performed by each design group during progressive phases of development of the system. Functional analysis is the technique of breaking down, or reducing a mission into an organization of jobs or tasks to be performed. A complex system presents a scope of design responsibilities that exceed the capabilities of an individual system designer. I have tried to translate those principles of systems design into the context of education in speech communication. Whether I have sung Bechmesser's song or the more beautiful "Morgenlied" of Hans Sachs remains to be seen. Thank you for the pleasure of speaking to you and for your generous and courteous attention.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Social
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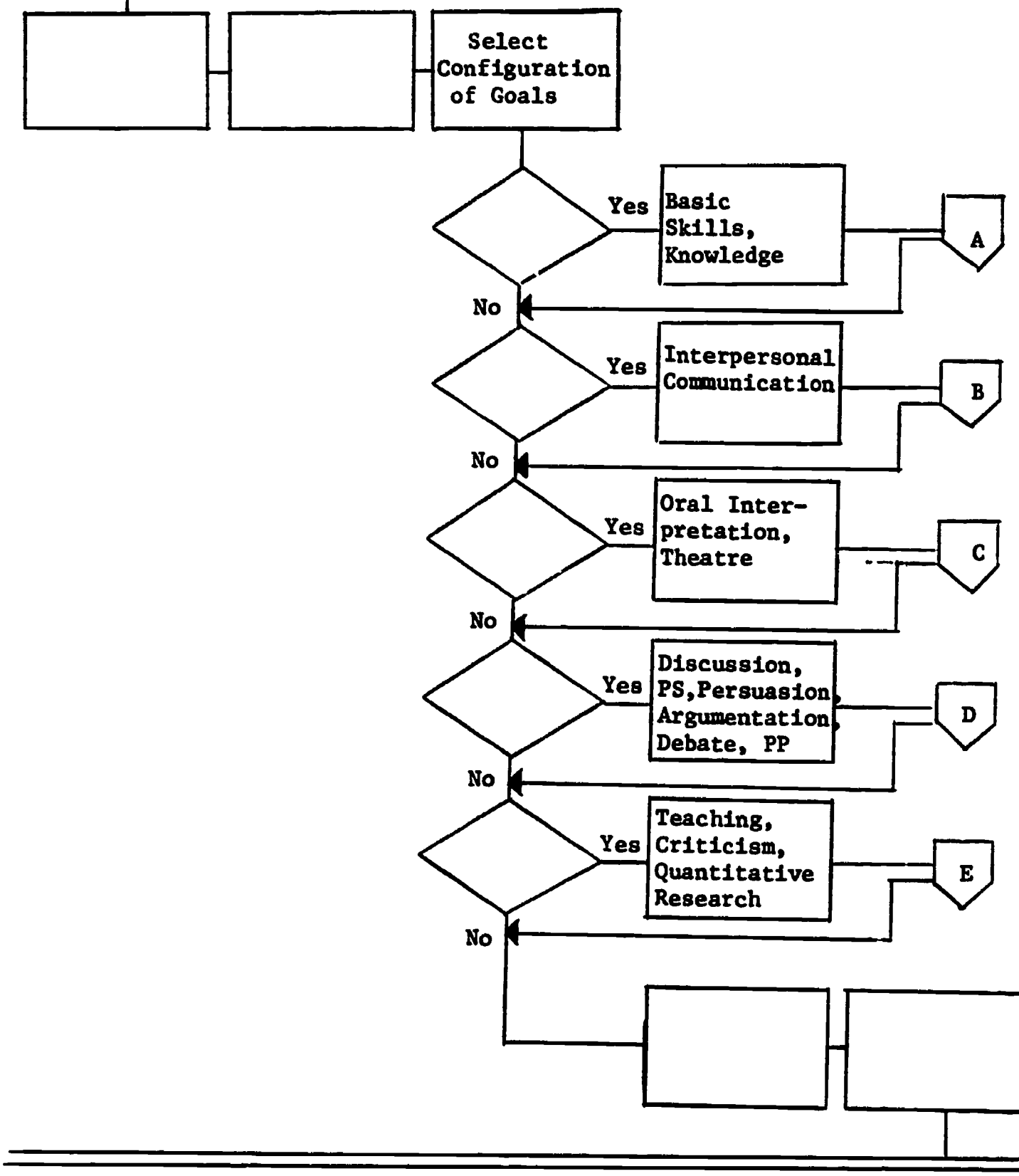
Aesthetic
Yes
No
Political
Yes
No
Professional
Yes
No

Slide 1


Select Configuration of Goals
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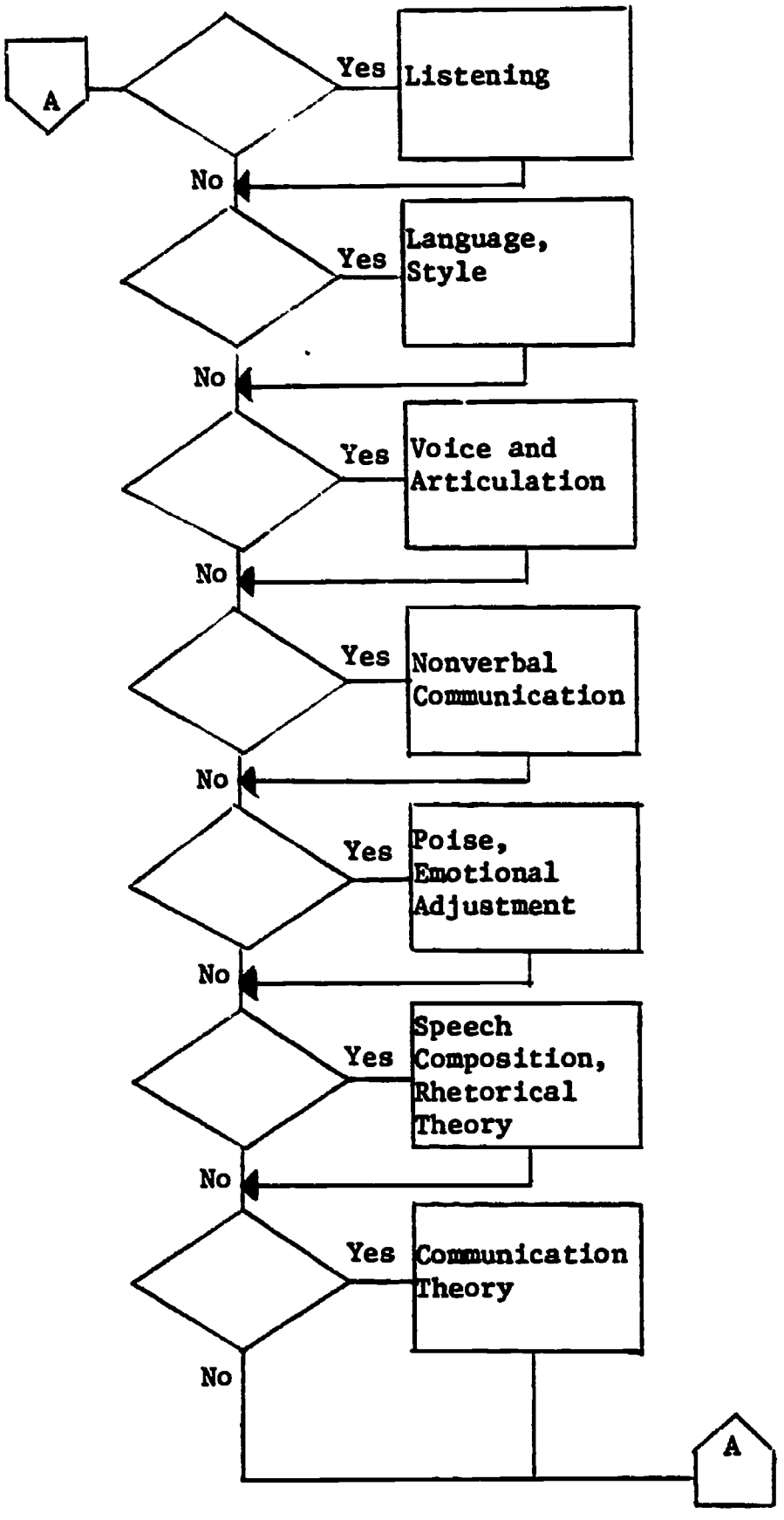
Basic Skills, Knowledge
A
No
Yes
Interpersonal Communication
B
No
Yes
Oral Interpretation, Theatre
C
No
Yes
Discussion, PS, Persuasion, Argumentation, Debate, PP
D
No
Yes
Teaching, Criticism, Quantitative Research
E
No

Slide 2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Listening
No
Yes
Language, Style
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Yes
Voice and Articulation
No
Yes
Nonverbal Communication
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Poise, Emotional Adjustment
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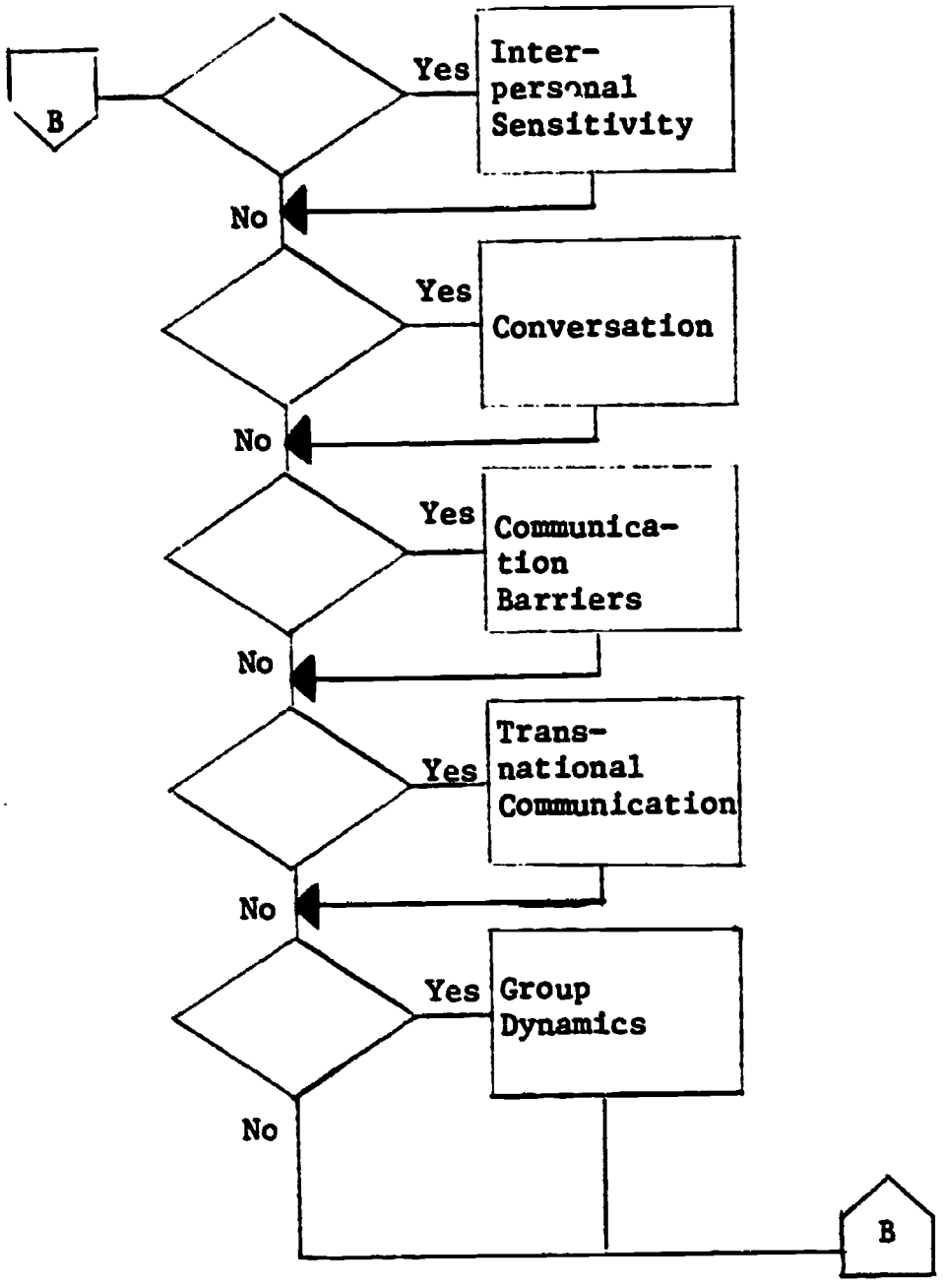
Yes
Speech Composition, Rhetorical Theory
No
Yes
Communication Theory
No
A

Slide 3


B
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Inter-
personal
Sensitivity
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Yes
Conversation
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Communica-
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Barriers
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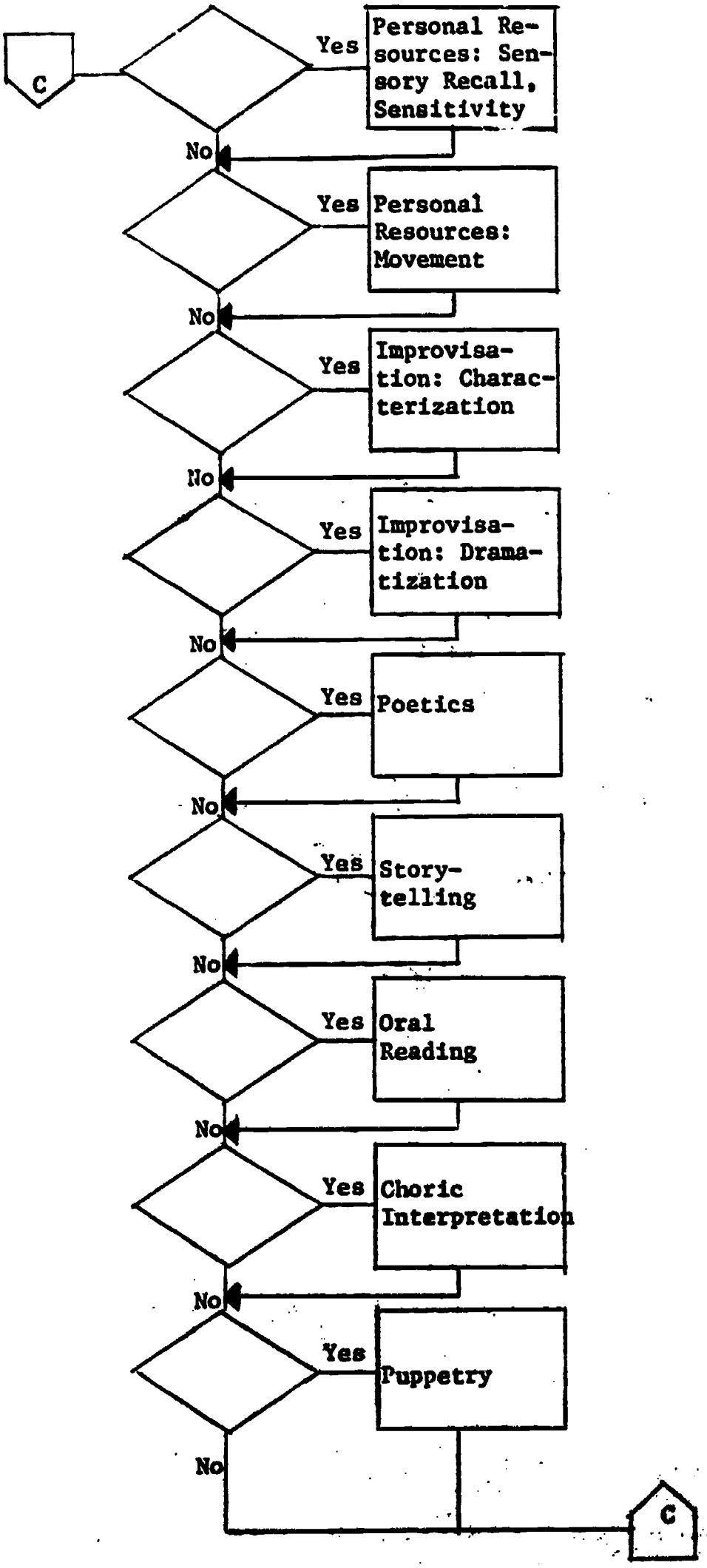
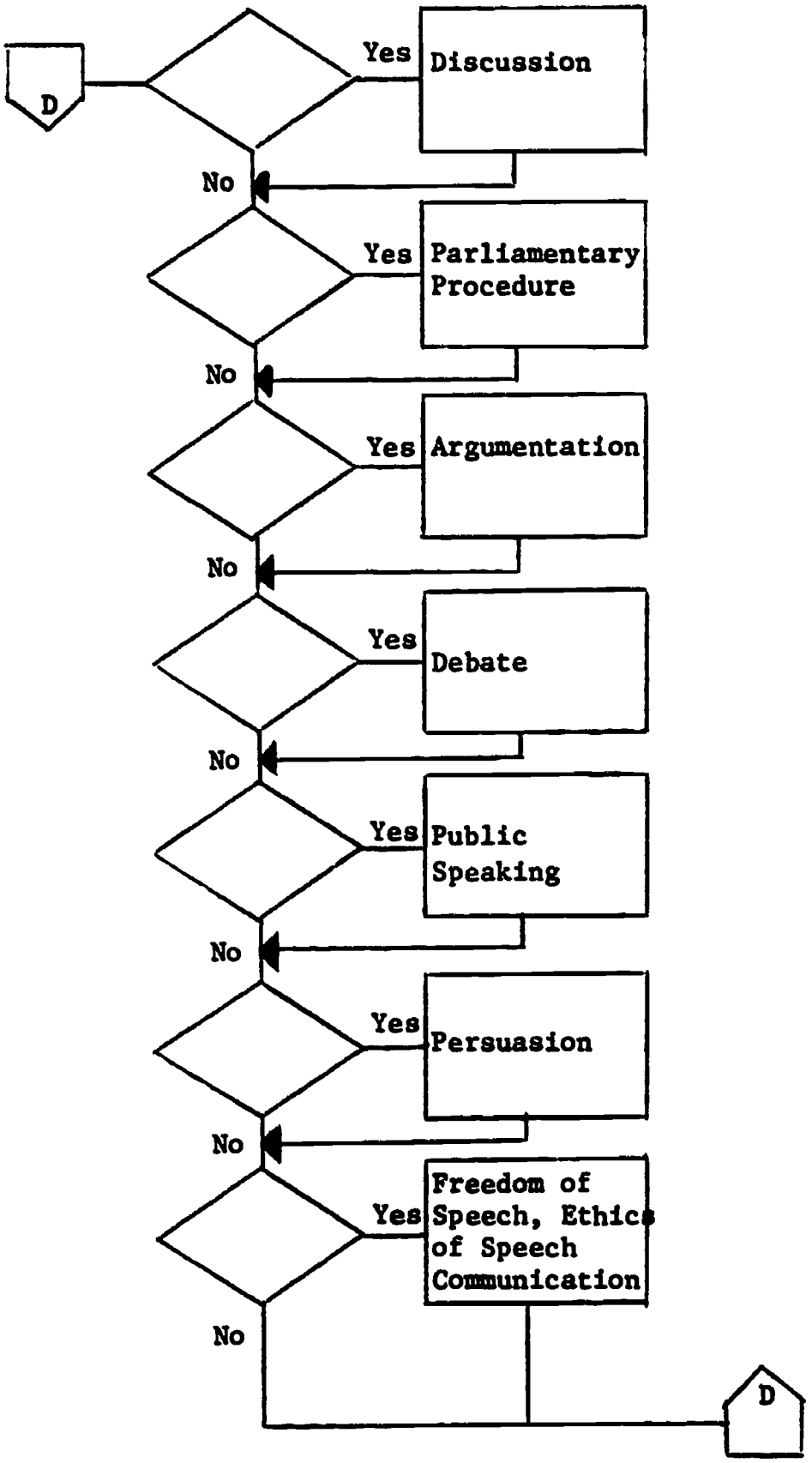
Yes
Trans-
national
Communication
No
Yes
Group
Dynamics
No
B

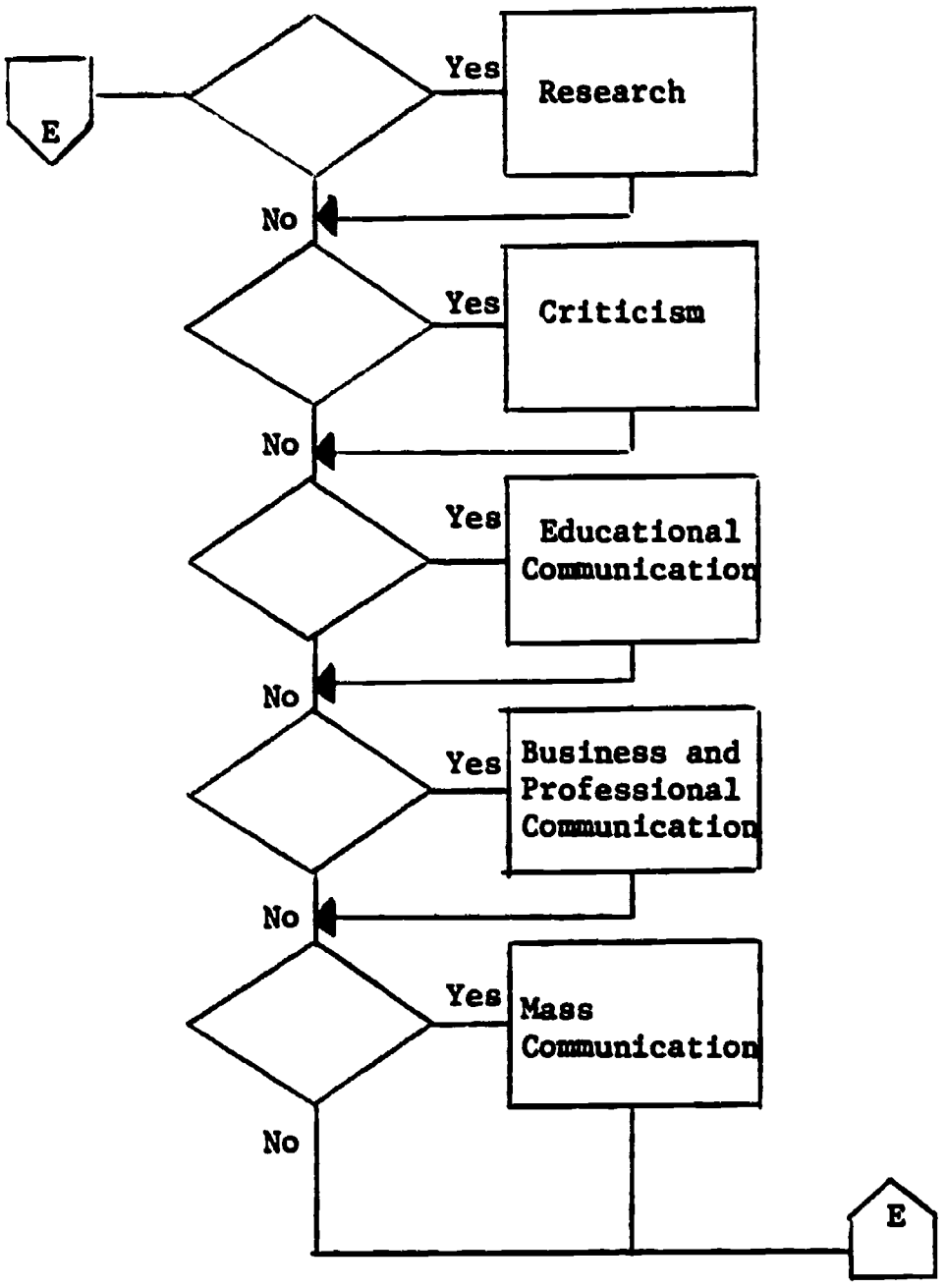
Slide 4


C
Yes
Personal Resources: Sensory Recall, Sensitivity
No
Yes
Personal Resources: Movement
No
Yes
Improvisation: Characterization
No
Yes
Improvisation: Dramatization
No
Yes
Poetics
No
Yes
Story-telling
No
Yes
Oral Reading
No
Yes
Choric Interpretation
No
Yes
Puppetry
No
C

Slide 5


D
Yes
Discussion
No
Yes
Parliamentary Procedure
No
Yes
Argumentation
No
Yes
Debate
No
Yes
Public Speaking
No
Yes
Persuasion
No
Yes
Freedom of Speech, Ethics of Speech Communication
No
D

Slide 6


E
Yes
Research
No
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Criticism
No
Yes
Educational Communication
No
Yes
Business and Professional Communication
No
Yes
Mass Communication
No
E

Slide 7